












Our Year 5 Curriculum - Spring 1



<p>Our lens</p> 	<p>Learning through the lens of sustainability empowers students to explore the interconnectedness of environmental, social, and economic systems, fostering responsibility for the planet's future. Focusing on Antarctica, students investigate its geography, climate, biodiversity, and global significance while examining human impacts and conservation efforts. They develop critical thinking, collaboration, and global citizenship skills, understanding the importance of ethical stewardship and collective action. This approach equips students to address global challenges and advocate for sustainable practices to protect fragile ecosystems like Antarctica.</p>
<p>Big Question</p> 	<p>Why is Antarctica important to the world, and how can we protect it?</p>
<p>Maths</p> 	<p>Multiplication and Division: Multiply a 4-digit number by a 2-digit number, short division, divide a 4-digit number by a 1-digit number, solve problems with multiplication and division.</p> <p>Fractions: Multiply a fraction by an integer, multiply a mixed number by an integer, fractions of amounts.</p>
<p>English</p> 	<p>Writing: Inspired by Norse Myths, children will write a narrative retelling of Apples of Youth. Drawing upon their knowledge of Vikings and other Norse myths that they have read in Autumn 2.</p> <p>Reading: Wolf Brother (Fiction) Ice Trap (Historical Non-Fiction), Shackleton's Journey (Non-Fiction),</p>
<p>Geography</p> 	<p>Antarctica "Why is Antarctica important to the world, and how can we protect it?" encourages students to explore its unique geography, global climate role, diverse ecosystems, and the impact of human activity like research and tourism. They examine conservation efforts, such as the Antarctic Treaty, and develop critical thinking through cross-curricular learning in geography, science, and citizenship. This approach fosters an appreciation of Antarctica's global significance and equips students to understand and advocate for its protection and sustainability.</p>
<p>Science</p> 	<p>Properties of Materials Pupils will use their knowledge of solids, liquids, and gases to plan and conduct experiments to separate mixtures, evaluating their outcomes. They will explore, name, and discuss everyday materials, raising and answering questions to become familiar with material names and properties. These include characteristics such as hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, and opaque/transparent, fostering a deeper understanding of materials and their uses.</p>
<p>PSHE</p> 	<p>How can we help in an accident or emergency? Children will learn how to carry basic first aid and about the importance of why staying calm is essential in an emergency situation. By the end of the unit, they will be confident in seeking help from an adult in emergencies. Educational Visit: First Aid workshop at school</p> <p>British value: Respect . Respect is a British value that involves treating others with kindness, fairness, and dignity. It means acknowledging people's feelings, beliefs, and rights, regardless of differences. Respect includes listening to others, valuing their opinions, and recognizing their worth as</p>

	<p>individuals. It helps create an inclusive and harmonious environment where everyone feels valued and treated equally.</p>
<p>Music</p> 	<p>Rounds and Canons We will be building on our knowledge of time signatures ranging from simple 3/4, and 4/4 to compound time 6/8 and finally irregular. We will be creating body percussion pieces and notating through graphic scores. Through singing, we will explore rounds and canons making reasoned choices over entry points and performing drones to accompany part songs.</p>
<p>Computing</p> 	<p>Creating Media: Stop Motion Secure pupils will create a toy with simple images and a single movement and produce a short-stop motion with small changes between images. They will develop a simple story idea, decompose it into parts, and create a storyboard with basic characters. Pupils will refine models for smooth animation, delete unnecessary frames, add effects like titles, and provide constructive feedback to peers on their animations.</p> <p>Online Safety: Online reputation To understand how online information can influence judgments, pupils will learn why people search for personal information about others online. They will practice searching for personal information and develop the skills to evaluate the reliability of what they find. By the end of the lesson, pupils will be able to form informed opinions about the trustworthiness of online information and understand its potential impact.</p>
<p>French</p> 	<p>Quel Temps Fait-Il? In French, our learning will be based on the topic of the weather (Le Temps). This half-term, the children will learn to ask and say what the weather is like using a variety of weather phrases. They will continue to improve and develop their reading skills further by tackling and understanding longer passages of written text.</p>
<p>DT</p> 	<p>Building a Bug Hotel In DT, pupils will get the chance to further practise their construction skills, and look at improving their accuracy with measurements. Pupils will design a small wooden structure/shell using saws, wood glue, vices, etc. The internal structures will be filled with biodegradable materials that are sourced from home. They will create a 'Bug Hotel' for UK insects.</p>
<p>Outdoor PE</p> 	<p>Netball Netball is an invasion game where pupils develop attacking and defending skills while using strategies to outwit opponents. They focus on maintaining possession, moving the ball to score, and understanding fair play by self-managing games and following rules. Pupils also evaluate their own and others' performances. This unit aligns with the National Curriculum by incorporating running, jumping, throwing, and catching in isolation and combination, playing competitive games, and applying key principles of attack and defence.</p>
<p>Indoor PE</p> 	<p>Dance Children will learn to perform and choreograph different types of dance individually and with others. They will evaluate their performances and give each other next steps.</p> <p>Swimming: This term, pupils will focus on improving their stamina while building on their previous learning across all three strokes. By the end of the term, they will be introduced to the dolphin kick and butterfly stroke. Lessons will be delivered to mixed-ability groups, allowing all pupils to build on their progress from last term and work towards meeting National Curriculum expectations. Water safety will also be reinforced, revisiting flotation, treading water, and emergency rescues.</p>
<p>RE</p> 	<p>"How do Islamic beliefs and values guide Muslims to live a good life?"</p>

	<p>This question encourages pupils to explore key Islamic beliefs, such as the Five Pillars, and moral values like kindness, honesty, and charity. They can consider how these principles influence daily actions, community life, and relationships, fostering an understanding of how faith shapes moral decision-making.</p>
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